

Welcome to the 'New'  
EEE IEP Training!

Why didn't I  
think about writing  
functional outcome  
for kids!

**FY 2013**

**IEP Training**  
**for**  
**Essential Early Education**



Presented by  
Kate Rogers ~ EEE Consultant

# Early Childhood Outcomes



<http://projects.fpg.unc.edu/~eco/index.cfm>

ECO: Early Childhood Outcomes Center - Microsoft Internet Explorer provided by VT Dept of Education



http://projects.fpg.unc.edu/~eco/index.cfm

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Favorites ECO: Early Childhood Outcomes Center

# The Early Childhood Outcomes Center



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## Welcome

The Early Childhood Outcomes (ECO) Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs.

Our website provides up-to-date information and resources for state and local administrators, technical assistance providers, teachers, other direct service providers, and families.

The ECO Center is a collaborative effort of SRI International, the University of North Carolina's Frank Porter Graham Child Development Institute, RTI International, and the University of Connecticut. The ECO Center was originally funded by [Office of Special Education Programs \(OSEP\)](#) in October 2003, and is currently funded through September 2013.

Want to learn more about the reporting requirements for child and family outcomes?



Google Custom Search Search

### What's New

Relationship of Quality Practices to Child and Family Outcome Measurement Results

Registration now open! 2012 Measuring and Improving Child and Family Outcomes Conference

Family Outcomes Framework and Self-Assessment now available

Outcomes Step by Step

Done

Internet | Protected Mode: On 100%

10:29 AM 7/16/2012



# Individual Education Plan (IEP) for children eligible for Essential Early Education (EEE) and Related Services/Supports

Vermont Department of Education  
Essential Early Education  
IEP — Ages 3 through 5

## Individualized Education Program (IEP)

Annual Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Next Annual Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Effective date of Revision: \_\_\_\_/\_\_\_\_/\_\_\_\_

School District: \_\_\_\_\_  
IEP Case Manager: \_\_\_\_\_  
Next 3-year Re-evaluation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Child's Name: \_\_\_\_\_  
Disability Category: \_\_\_\_\_  
School or Program: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_  
Address: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Child Count ID #: \_\_\_\_\_  
Grade Assigned: \_\_\_\_\_  
Telephone #: \_\_\_\_\_

Initiation and Duration of the IEP: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_  
Initiation and Duration of Extended Year Services: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

IEP Team Members	
Name: _____	Printed Name/Position/Agency (check box if in attendance) <input type="checkbox"/>
Name: _____	Parent(s)/Guardian/Educational Sponsors (circle one) <input type="checkbox"/>
Name: _____	Child (when appropriate) <input type="checkbox"/>
Name: _____	Local Education Agency (LEA) Representative <input type="checkbox"/>
Name: _____	Special Education Teacher or Service Provider <input type="checkbox"/>
Name: _____	Early Childhood Education Teacher <input type="checkbox"/>
Name: _____	Individual who can interpret the instructional implications of evaluation results <input type="checkbox"/>
Name: _____	Other: <input type="checkbox"/>
Others with knowledge of the child*	
Name: _____	Position/Agency/Community-based Children's Setting
Name: _____	
Name: _____	

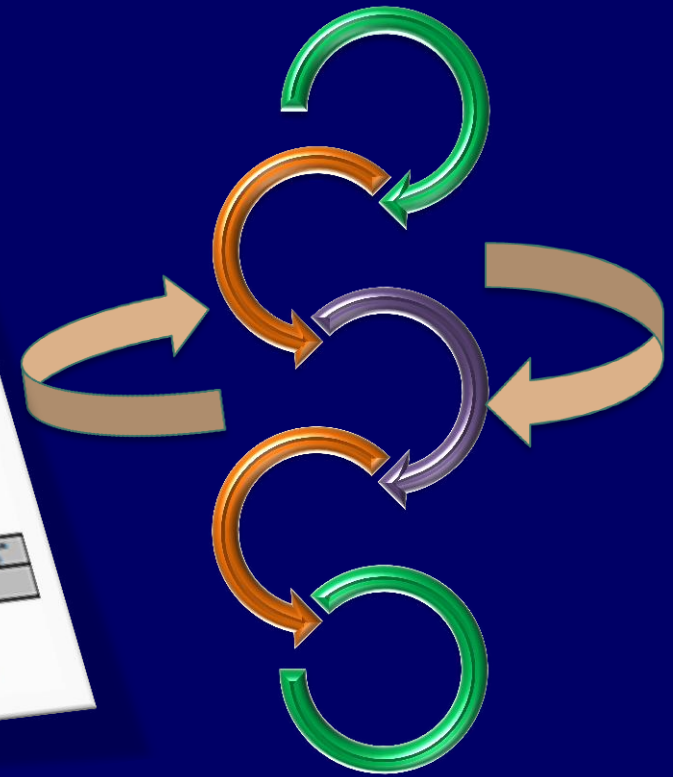
\*With parental consent, include individuals from Child Early Intervention (CEI) transitioning from EI services to EEE at age 3

### Transition from Part C to Part B Data Collection

Only complete this section for children who have received Part C (CEI) services and are eligible for Part B (EEE) services at age 3

Action	Date written notification from Part C (CEI) was received in district	Transition Meeting Held (date prior to 12th day)	Letter of Intent Notification (date prior to 12th day)	Date IEP was developed	Parental consent was received (Form 5)
Date Completed					

Form SE-VT DOE EEE IEP May 20, 2013



**Individualized Education Program (IEP)**

**School District:** \_\_\_\_\_

**Annual Meeting Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**IEP Case Manager:** \_\_\_\_\_

**Next Annual Review Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Next 3-year Re-evaluation Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Effective date of Revision :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Child's Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Disability Category:** \_\_\_\_\_

**Child Count ID #:** \_\_\_\_\_

**School or Program:** \_\_\_\_\_

**Grade Assigned:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Telephone #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Initiation and Duration of the IEP:**

\_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

**Initiation and Duration of Extended Year Services:**

\_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

IEP Team Members	Printed Name/Position/Agency (check box if in attendance)
Name:	Parent(s)/Guardian/Educational Surrogate (circle one) <input type="checkbox"/>
Name:	Child (when appropriate) <input type="checkbox"/>
Name:	Local Education Agency (LEA) Representative <input type="checkbox"/>
Name:	Special Education Teacher or Service Provider <input type="checkbox"/>
Name:	Early Childhood Education Teacher <input type="checkbox"/>
Name	Individual who can interpret the instructional implications of evaluation results <input type="checkbox"/>
Name	Other: <input type="checkbox"/>
Others with knowledge of the child*	Position/Agency/Community-based Childcare Setting
Name:	
Name:	
Name:	

*\*With parental consent, include individuals from CIS/Early Intervention if child is transitioning from EI services to EEE at age 3*

### Transition from Part C to Part B Data Collection

*Only complete this section for children who have received Part C CIS/EI services and are eligible for Part B EEE services at age 3*

<i>Action</i>	Date written notification from Part C (CIS/EI) was received in district	Transition Meeting Held >90 days prior to 3 <sup>rd</sup> B-day	Late Referral Notification <90 days prior to 3 <sup>rd</sup> B-day	Date IEP was developed	Parental consent was received (Form 6)
<i>Date Completed</i>					





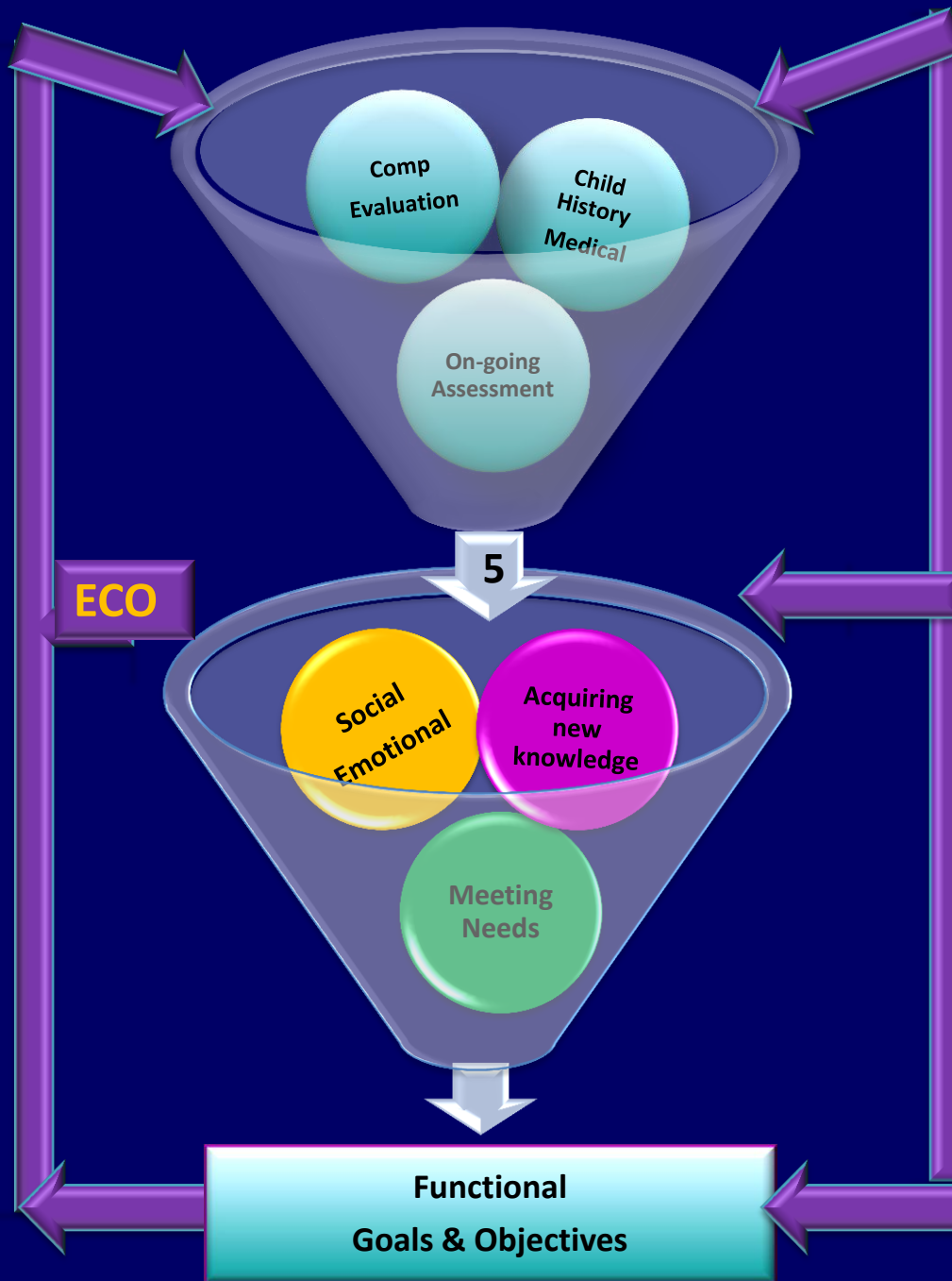
# Integration







- Not just about creating a more seamless process...not just details and how
- Critical to the **BIG** picture of what we are all trying to accomplish

## Developmental Domains

**Social/Emotional**  
**Adaptive**  
**Communication**  
**Motor**  
**Cognitive**



- 
- 
- 
- Provides a better understanding of the child's functional skills and abilities across settings
  - Provides a better understanding of the child's functional limitations and need for assistive technology
  - Limits teams from suggesting the next test item as outcomes/interventions
  - Helps the family know what is expected at that age and where the child is at now
  - Focuses the conversation on functional skills not isolated skills
- 

# Ultimate Goals for ECSE



*For children:*

“To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community.”

*Based on the ECO stakeholder process when identifying 3 functional outcomes*

Individualized Education Program Present Levels of Educational and Functional Performance	
Child's Name: _____	IEP Meeting Date: ____/____/____
This section should provide a concise overview of the child's current skills and serve as the basis of the child's program planning and service delivery for the upcoming year. Describe the child's present levels of development across each global outcome area including functional performance, abilities, acquired skills and strengths relative to the Vermont Early Learning Standards and/or developmentally appropriate expectations. As appropriate, address the following areas:	
Briefly describe the child, his/her interests, and how the child's developmental delay or medical condition affects his/her access to and participation in age appropriate activities.	
MEDICAL History: (physical, hearing, vision, CDC report, etc.) Briefly describe how the child's disability or medical condition affects his/her <u>access to and participation in</u> age appropriate activities.	
Child STRENGTHS: Consider child's strengths across the three early childhood outcome (ECO) areas:	
<p>A. Social emotional skills and relationship:</p> <p>B. Acquisition and use of knowledge and skills:</p> <p>C. Taking action to meet needs:</p>	
Child CONCERNS: Consider child's concerns across the three early childhood outcome (ECO) areas:	
<p>A. Social emotional skills and relationship: If behavior is a concern, has a functional behavior assessment been considered and/or conducted?*</p> <p>B. Acquisition and use of knowledge and skills:</p> <p>C. Taking action to meet needs:</p>	
Child NEEDS: (consider and prioritize the necessary supports in order for the child to <u>access and participate in age appropriate activities</u> within a regular early childhood setting with his/her same-age peers and/or within their home environment.)	
<p>A. Social emotional skills and relationship: If behavior is a concern, is an FBA intervention plan needed?*</p> <p>B. Acquisition and use of knowledge and skills:</p> <p>C. Taking action to meet needs:</p>	
OTHER CONSIDERATIONS: (safety/health; school district partnerships with community-based early childhood programs (Act 62); functional behavior assessment (FBA)*; private early childhood programs; home-visiting; community-based child and family resources (Children's Integrated Service transportation; disability awareness; advocacy needs, etc)	
Early Childhood Outcomes Considering the child strengths, concerns and needs complete an ECO culminating statement for each of the three Early Childhood Outcome areas. ECO reporting is required upon entry and exit of EEE services.	
ECO A. Social-emotional skills and relationships: <input checked="" type="checkbox"/> ECO B. Acquisition & use of knowledge and skills: <input checked="" type="checkbox"/> ECO C. Take action to meet needs: <input checked="" type="checkbox"/>	

\*Foundations for Early Learning (FEL) Functional Behavior Assessment Forms can be located on-line at [www.vt.gov](http://www.vt.gov).


**Abilities & interests**

**Medical History**

**Strengths**

**Concerns**

**Needs & Supports**

**Other Considerations**

**ECO Culminating  
Statements ABC**



**Individualized Education Program****Present Levels of Educational and Functional Performance****Child's Name:** \_\_\_\_\_ **IEP Meeting Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

This section should provide a concise overview of the child's current skills and serve as the basis of the child's program planning and service delivery for the upcoming year. Describe the child's present levels of development across each global outcome area including functional performance, abilities, acquired skills and strengths relative to the Vermont Early Learning Standards and/or developmentally appropriate expectations. As appropriate, address the following areas:

**Briefly describe the child**, his/her interests, and how the child's developmental delay or medical condition affects his/her access to and participation in age appropriate activities.

**MEDICAL History:** *(physical, hearing, vision, CDC report, etc.) Briefly describe how the child's disability or medical condition affects his/her access to and participation in age appropriate activities.*

**Child STRENGTHS:** *Consider child's strengths across the three early childhood outcome (ECO) areas:*

- A. Social emotional skills and relationship:
- B. Acquisition and use of knowledge and skills:
- C. Taking action to meet needs:



**Child CONCERNS:** *Consider child's concerns across the three early childhood outcome (ECO) areas:*

**A. Social emotional skills and relationship:**

*If behavior is a concern, has a functional behavior assessment been considered and/or conducted?\**

**B. Acquisition and use of knowledge and skills:**

**C. Taking action to meet needs:**



**Child NEEDS:** *(consider and prioritize the necessary supports in order for the child to access and participate in age appropriate activities within a regular early childhood setting with his/her same-age peers and/or within their home environment.)*

**A. Social emotional skills and relationship:**

*If behavior is a concern, is an FBA intervention plan needed?\**

**B. Acquisition and use of knowledge and skills:**

**C. Taking action to meet needs:**



**OTHER CONSIDERATIONS:** *(safety/health; school district partnerships with community-based early childhood programs (Act 62); functional behavior assessment (FBA)\*; private early childhood programs; home-visiting; community-based child and family resources (Children's Integrated Services; transportation; disability awareness; advocacy needs, etc)*





***ECO Culminating Statements***

**Early Childhood Outcomes** *Considering the child strengths, concerns and needs complete an ECO culminating statement for each of the three Early Childhood Outcome areas. ECO reporting is required upon entry and exit of EEE services.*

ECO A. Social-emotional skills and relationships:



ECO B. Acquisition & use of knowledge and skills:



ECO C. Take action to meet needs:



**Early Childhood Outcomes:** Considering the child strengths, concerns and needs complete an ECO culminating statement for each of the three Early Childhood Outcome areas. ECO reporting is required upon entry and exit of EEE services.

ECO A. Social-emotional skills and relationships: ☐

ECO B. Acquisition & use of knowledge and skills: ☐

ECO C. Take action to meet needs: ☐

ECO Culminating DROP DOWN ☐ Statements

Positive Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Actions to Meet Needs	
<i>Relative to same age peers (child):</i>		<i>Relative to same age peers (child):</i>		<i>Relative to same age peers (child):</i>	
demonstrates age expected skills, with no concerns.	7	demonstrates age expected skills, with no concerns.	7	demonstrates age expected skills, with no concerns.	7
demonstrates age expected skills, however we have some minor concerns	6	demonstrates age expected skills, however we have some minor concerns	6	demonstrates age expected skills, however we have some minor concerns	6
demonstrates many age expected skills, but does not have all age expected skills. Might be described like that of a slightly younger child.	5	demonstrates many age expected skills, but does not have all age expected skills. Might be described like that of a slightly younger child.	5	demonstrates many age expected skills, but does not have all age expected skills. Might be described like that of a slightly younger child.	5
demonstrates <i>occasional</i> use of some age expected skills, but more of the skills are not age appropriate. Might be described like that of a younger child.	4	demonstrates <i>occasional</i> use of some age expected skills, but more of the skills are not age appropriate. Might be described like that of a younger child.	4	demonstrates <i>occasional</i> use of some age expected skills, but more of the skills are not age appropriate. Might be described like that of a younger child.	4
is not demonstrating age expected skills for this age but uses immediate foundational skills that are necessary to build upon to achieve age appropriate skills	3	is not demonstrating age expected skills for this age but uses immediate foundational skills that are necessary to build upon to achieve age appropriate skills	3	is not demonstrating age expected skills for this age but has immediate foundational skills that are necessary to build upon to achieve age appropriate skills	3
is not demonstrating age expected skills but has a greater mix of earlier skills. Just beginning to show immediate foundational skills.	2	is not demonstrating age expected skills but has a greater mix of earlier skills. Just beginning to show some immediate foundations skills.	2	is not demonstrating age expected skills but has a greater mix of earlier skills. Just beginning to show some immediate foundations skills.	2
demonstrates very early skills like that of a much younger child. No immediate foundational skills.	1	demonstrates very early skills like that of a much younger child. No immediate foundational skills.	1	demonstrates very early skills like that of a much younger child. No immediate foundational skills.	1



IEP for \_\_\_\_\_

IEP M \_\_\_\_\_ : \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Global Area:

Mont Early Learning Standards:

Please check for more of the domain areas that you observe within this outcome area:

☐ social/emotional ☐ adaptive ☐ communication ☐ gross motor ☐ cognitive skills

Current developmental skill level

**Current functional ability:** (Consider how the child uses discrete skills as stated above) 'in order to' or 'so that' it is meaningful, intentional and functional within the context of appropriate activities across a variety of settings.)

ECO outcome dropdown  
bucket list( data collection)

1. Goal:

### Progress Review

Progress is reported as often as the school district conducts parent/teacher conferences (on at least two occasions) or as determined necessary by the IEP team.

Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

For review of this outcome/goal and progress monitoring data, we, the team, have evidence that demonstrates the:

a)

Develop Functional  
Objectives


Review 1 Date:	Review 2 Date:	Review 3 Date:	Review 4 Date:	
				Child's skills in this area are not evidenced.
				Child's skills are emerging but inconsistently demonstrated.
				Child's skills are progressing and being maintained across some settings/adults/peers/materials
				Child has mastered this outcome/goal across multiple settings/adults/peers/materials

Comments:

Progress Check

IEP for \_\_\_\_\_

IEP Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Global Outcome Area: Vermont Early Learning Standards: 

Please check one or more of the domain areas that you are addressing within this outcome area:

☐ social/emotional ☐ adaptive ☐ communication ☐ fine/gross motor ☐ cognitive skills

Current developmental skill level:

**Current functional ability:** *(Consider how the child uses discrete skills (as stated above) 'in order to' or 'so that' it is meaningful, intentional and functional within the context of everyday activities, routines and transitions. Focus on the child's engagement, approaches to learning and independence in developmentally appropriate activities across a variety of settings.)*



1. Goal:

Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible

a)



## Progress Review

*Progress is reported as often as the school district conducts parent/teacher conferences (on at least two occasions) or as determined necessary by the IEP team.*

For review of this outcome/goal and progress monitoring data, we, the team, have evidence that demonstrates the:

Review 1 Date:	Review 2 Date:	Review 3 Date:	Review 4 Date:	
				Child's skills in this area are not evidenced.
				Child's skills are emerging but inconsistently demonstrated.
				Child's skills are progressing and being maintained across <u>some</u> settings/adults/peers/materials
				The child has mastered this outcome/goal across multiple settings/adults/peers/materials

Comments:



Vermont Department of Education

Essential Early Education  
IEP ~ Ages 3 through 5

## Individualized Education Program

### Special Education Services, Related Services, Consent to Bill Medicaid

Child's Name: \_\_\_\_\_ IEP Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The IEP team determines the special education, related services, and supplementary aids and services based on peer reviewed research, to the extent practical, that are needed for the child to receive FAPE.

Special Education Services (Specify ECO area & specific developmental domain(s) being addressed) <i>Service: (List service e.g., Case Management, specialized instruction, speech/language therapy, 1:1 support, etc.)</i>	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO <input type="checkbox"/> Developmental Domain <input type="checkbox"/> Service: Case Management							
ECO <input type="checkbox"/> Developmental Domain <input type="checkbox"/> Service:							
ECO <input type="checkbox"/> Developmental Domain <input type="checkbox"/> Service:							

Related Services	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO ▾ Developmental Domain ▾ Service:							
ECO ▾ Developmental Domain ▾ Service:							

Extended School Year Services	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO <input type="text"/> Developmental Domain <input type="text"/> Service:							
ECO <input type="text"/> Developmental Domain <input type="text"/> Service:							
ECO <input type="text"/> Developmental Domain <input type="text"/> Service:							

### Parental Consent to Bill Medicaid

As the parent/guardian, I give permission ☐ or do not give permission ☐ to the school district to bill Medicaid for the eligible services listed above. This permission also allows the release of necessary special education records to a physician or nurse practitioner in order for him/her to reach a determination that the services are medically necessary; as well as to individuals within the Department of Education and the Agency of Human Services charged with processing Medicaid bills for those services above that are considered medical services under Vermont Medicaid rules. I understand that if I refuse to consent, my refusal will not affect the school district's responsibility to provide these services to my child at no cost to me. I understand that I may revoke this consent at any time and, if I revoke this consent, it will apply to billing for services from that date forward.

# Individualized Education Program Educational Environment/Placement

Student Name: \_\_\_\_\_ IEP Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

An explanation of the extent, if any, to which the preschooler will not participate with children without disabilities in a regular early childhood setting and in age appropriate activities.

Description of the student/child's educational environment/placement:

The general characteristics of the child's early childhood education environment/placement (ages 3-5):

- ☐ Child is attending a regular early childhood program 10 or more hours per week
  - ☐ and receives at least 50% of their special education services in the regular early childhood program
  - ☐ and receives at least 50% of their special education services in some other location
- ☐ Child is attending a regular early childhood program less than 10 hours per week
  - ☐ and receives at least 50% of their special education services in the regular early childhood program
  - ☐ and receives at least 50% of their special education services in some other location
- ☐ Child is not attending a regular early childhood program and receives special education services in:
  - ☐ a separate special class
  - ☐ a separate school
  - ☐ a residential facility
  - ☐ their home
  - ☐ the service provider's location or another location

## Accommodations, Modifications, and/or Supplementary Aids

Identify environmental accommodations, curriculum modifications, supplementary aids etc. that will support the child's access to and participation in a regular early childhood setting.

## Program Modifications/Supports for the Child, Preschool Personnel and Parents as well as Other Options Considered by the IEP Team

Identify the program modifications or supports that will be provided for preschool personnel and parents to implement the IEP:

If child does not  
participate

ECE environment

Accommodations  
for child

Supports  
for ECE staff and parents



Essential Early Education  
IEP ~ Ages 3 through 5

**Individualized Education Program  
Early Childhood Educational Environment/Placement**

**Child's Name:** \_\_\_\_\_ **IEP Meeting Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Describe the child's early childhood educational environment/placement:**

**An explanation of the extent, if any, to which the preschooler will not participate with same age peers in a regular early childhood setting:**



**The general characteristics of the child's early childhood education environment/placement (ages 3-5):**

- ☐ Child is attending a regular early childhood program **10 or more** hours per week.
  - ☐ and receives at least 50% of their special education services in the regular early childhood program
  - ☐ and receives at least 50% of their special education services in some other location
- ☐ Child is attending a regular early childhood program **less than 10** hours per week
  - ☐ and receives at least 50% of their special education services in the regular early childhood program
  - ☐ and receives at least 50% of their special education services in some other location
- ☐ Child is not attending a regular early childhood program and receives special education services in:
  - ☐ a separate special class
  - ☐ a separate school
  - ☐ a residential facility
  - ☐ their home
  - ☐ the service provider's location or another location



**Accommodations, Modifications, Assistive Technology and/or Supplementary Aids**

Identify environmental accommodations, curriculum modifications, supplementary aids, assistive technology etc. that will support the child's access to and participation in a regular early childhood setting and/or in age appropriate activities.



**Program Modifications/Supports for the Child, Preschool Personnel and  
Parents as well as Other Options Considered by the IEP Team**

Identify the program modifications, supports and training that will be provided for preschool personnel and family to implement the IEP:



## Early Childhood Outcomes and PreK (Act 62) Assessment Data Collection and Reporting

Child's Name: \_\_\_\_\_ IEP Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### PreK (Act 62) Assessment and Early Childhood Outcomes Reporting (please check appropriate box or boxes)

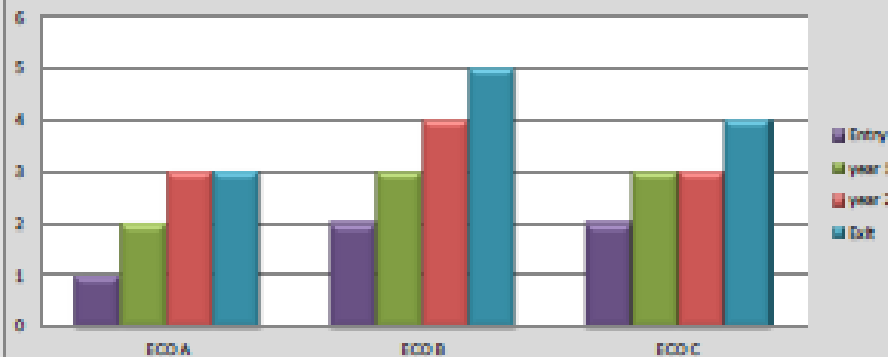
☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using the GOLD (required statewide PreK assessment measurement)

☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using an alternative assessment measure e.g., Battelle Developmental Inventory (BDI); Trans-disciplinary Play-based Assessment (TPBA); Assessment, Evaluation and Programming System (AEPs), etc.

### Early Childhood Outcomes Entry, Exit and Progress Data Collection

*FREE Entry Date: <input type="text"/>	Outcome Area	Entry	Annual Review	Annual Review	Exit	Progress at exit?
	a. Positive Social Emotional Skills					<input type="checkbox"/>
*FREE Exit Date: <input type="text"/>	b. Acquisition and use of new knowledge /skills					<input type="checkbox"/>
	c. Taking action to meet needs					<input type="checkbox"/>

(Name) Outcome Progress Summary



## Early Childhood Outcomes and PreK (Act 62) Assessment Data Collection and Reporting

Child's Name: \_\_\_\_\_ IEP Meeting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### PreK (Act 62) Assessment and Early Childhood Outcomes Reporting (please check appropriate box or boxes)

☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using the GOLD (required statewide PreK assessment measurement)

☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using an alternative assessment measure e.g., Battelle Developmental Inventory (BDI); Trans-disciplinary Play-based Assessment (TPBA); Assessment, Evaluation and Programming System (AEPS), etc.



## Early Childhood Outcomes Entry, Exit and Progress Data Collection

**\*EEE Entry**

**Date:**



**\*EEE Exit**

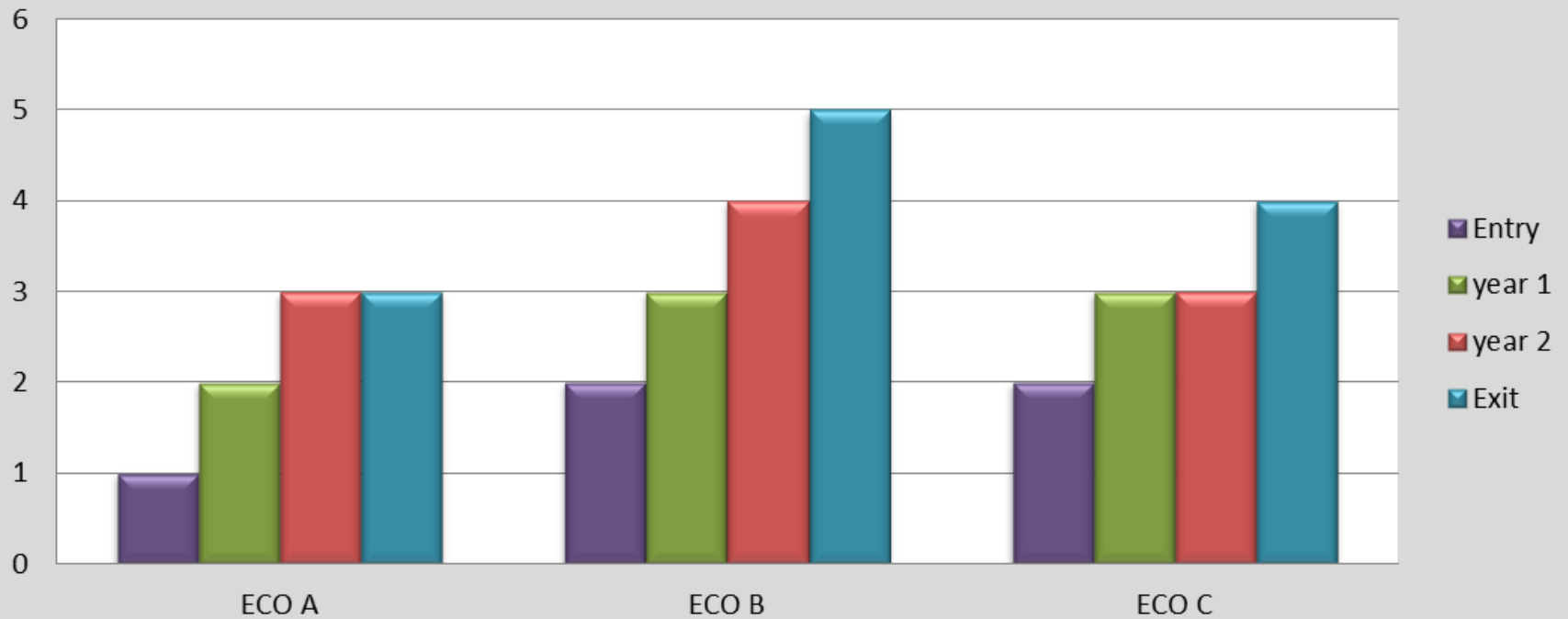
**Date:**



Outcome Area	Entry *	Annual Review	Annual Review	Exit *	Progress at exit?
a. Positive Social Emotional Skills					
b. Acquisition and use of new knowledge/skills					
c. Taking action to meet needs					



\_\_\_\_\_ 's Outcome Progress Summary





# New IEP form for EEE

## Timeline to put in place

1. Schools begin use of new EEE IEP beginning 2012-2013
  - New students- new IEP
  - Current students- begin use of IEP on annual review
2. Training and technical assistance on new EEE/IEP beginning August 2012
  - Regional IEP Clinics scheduled
  - E-learning module posted on DOE website at \_\_\_\_\_

